SYNOPSIS FOR Ph.D

Topic:

"Tribes and Education: A Sociological study among Mundas in Khunti, Jharkhand".

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RESEACH PROPOSAL FOR PhD:

Tribes and education: A sociological study among Mundas in Khunti, Jharkhand.

INTRODUCTION:

Education is the key to human development. Its parameters are important indicators of over all human development. The Mundas, an Adivasi (indigenous) community in Jharkhand have historically been marginalized and excluded from mainstream socio-economic processes. Being the second largest tribe in Jharkhand, it holds a significant importance in the history of tribal community, thus its socio cultural existence cannot be neglected. Khunti being predominantly inhabited by the Mundas is characterized by its distinct rich cultural heritage, traditional practices, and strong community bonds. However, the socio-economic indicators in Khunti show challenges, particularly in the areas of education. Education among the Mundas has traditionally been informal, with traditional indigenous knowledge passed down through generations via oral traditions, songs, and stories. There are not much work been on these areas. The introduction of formal education, particularly during the British colonial period, has brought changes but also has posed challenges. The formal education intervention, has not aligned with the Mundas' cultural context, which has led to a disconnect between traditional knowledge and modern education. In contemporary times, the role of education has become even more critical. It is seen as a tool for socio-economic –culture mobility. It helps the Mundas navigate the complexities and challenges of the modern world. However, the integration of the Mundas into the formal education sector has been fraught with lot of difficulties, which includes language barriers, cultural alienation, and lack of an access to quality of education.

The sociological study design to explore the current state of education among the Mundas in Khunti, examining the barriers they face, the role of traditional knowledge, and the impact of education on their socio- cultural and economic status. By understanding these dynamics, the study seeks to provide insights into how education can be made more inclusive and responsive to the needs of Mundas.

LITERATURE OF REVIEW:

The relationship between tribes and education has been an important area of study in sociological research, specifically in the context of indigenous communities among Mundas in Jharkhand. The literature on this subject encompasses various dimensions, including historical perspectives, cultural influences, barriers to education, and the impact of educational policies on tribal communities. This review combines key findings from existing research to provide a

comprehensive understanding of the educational challenges and opportunities faced by the Munda tribe in Khunti, Jharkhand

Education among tribal communities in India, including the Mundas, has been shaped by a complex interplay of colonial history, cultural dynamics, and state policies. The colonial period saw limited educational initiatives for tribal communities, with missionary schools being the primary source of formal education. However, these schools often aimed at cultural assimilation rather than preserving indigenous knowledge and practices. In the Post-independence India, the Indian government recognized the special need for educational reform and introduced various policies to promote education among Scheduled Tribes (STs). However, these efforts were often met with mixed results due to the lack of cultural sensitivity and contextual relevance (Béteille, 1998; Xaxa, 2011).

One of the central themes in the literature on tribal education is the cultural disconnect between formal education systems and indigenous knowledge. Scholars have highlighted how the imposition of a standardized curriculum, often in a foreign language (Hindi or English), alienates tribal children from their cultural roots (Ramachandran, 2004). For the Munda community, whose cultural practices and language differ significantly from the mainstream, this disconnect is particularly pronounced. The literature suggests that the failure to incorporate local languages and cultural content into the curriculum leads to low motivation and high rates of dropout among tribal students (Kumar, 2006; Maharatna, 2011

The social condition and economic status of tribal communities have a profound impact on educational outcomes. Studies have consistently shown that poverty, coupled with the need for children to contribute to household labor, significantly hampers school attendance and academic performance among tribal children (Govinda & Biswal, 2006). In the context of the Mundas in Khunti, the literature indicates that economic deprivation, coupled with limited access to educational infrastructure, exacerbates the challenges faced by the community in pursuing education (Sharma & Sharma, 2014).

Language plays a crucial part in the educational experience of tribal children. The Mundari language, which is spoken by the Mundas, is not often used as a common mode of instruction in schools. Researches have shown that when education is delivered in a language unfamiliar to the students, it creates significant learning barriers, leading to poor academic performance and disengagement (Skutnabb-Kangas & Dunbar, 2010). The literature advocates for mother-tongue-based multilingual education as a means to bridge this gap and improve educational outcomes among tribal communities (Mohanty, 2009).

There have various different government initiatives, such as the Tribal Sub-Plan (TSP), Eklavya Model Residential Schools (EMRS), and scholarship schemes, which have been implemented to enhance educational access for the tribal communities. While these government initiatives have had some success in increasing enrollment rates, the literature points out that challenges remain high in qualitative aspect of education and with the relevance of the curriculum (Verma, 2000). For the Mundas in Khunti, the impact of these policies has been uneven, with many students still struggling to achieve educational parity with non-tribal populations (Mitra & Singh, 2011).

The integration of traditional knowledge systems into formal education is a recurring theme in the literature on tribal education. Scholars argue that education systems that respect and incorporate indigenous knowledge and practices can lead to better educational outcomes and the preservation of cultural identity (Agrawal, 1995; Nambissan, 2001). For the Munda community, this approach could provide a more relevant and meaningful educational experience, fostering a greater sense of identity and pride in their heritage.

The role of the community in supporting educational initiatives is crucial for the success of education among tribal populations. The literature suggests that when tribal communities are actively involved in the educational process—through parent-teacher associations, local governance, and curriculum development—the outcomes are more positive (Pathak, 2002). In the context of the Mundas, community participation is essential to ensure that education aligns with their cultural values and socio-economic realities.

Tribal families rarely possess social**,** cultural and economic capital to help them to excel in their educational outcome (Bourdieu, 1986). The UNICEF chief in Jharkhand says, 'This is relevant in Jharkhand because here 28 per cent students enrolled in schools are scheduled Tribes who speak in tribal language'.

The key components related research summarizes that committee such as D.S Kothari Commission emphasizes upon education playing a pivotal role in transforming socio, economic and political aspects (Kothari 1966). The justification of research objective of education is equality of opportunity that can lead individuals to benefit from the education in terms of their circumstances so that an egalitarian society can be achieved (Kothari 1966). The commission reports say teachers in tribal areas should know the tribal language (Kothari 1966). Efforts to uplift the ST/SC students in terms of studies are neglected by majority of the teachers. Instances such as humiliating ST students through diverse means by faculties evidently exists (Subrahmanian 2005). The mushrooming of large numbers of schools with unsatisfactory and fragile establishment of indigenous framework has led to expensive and financial constraints in terms of resource allocation (Buckland, 1976). Education commission of 1882, has highlighted three major concerns: cultural and physical seclusion of tribal's, linguistic challenges and acute poverty (Hunter, 1983). Considering the increasing drop outs rates among tribal students due to language barriers, the need to promote mother tongue as a medium of teaching becomes inevitable (Gautam, 2003). The ST students feel ignored in the class and hence become mute spectators. Such factors have led to drastic repercussions in the form of poor academic conducts and lack of moral conviction among themselves (Sabharwal and Malish, 2016).

In 2011-12, Jharkhand spent Rs 6,031 on each student (Dongre et al. 2014). As per ICSSR survey in 12-2014, it was observed that the average expenditure amount spent on primary and upper primary education of children by ST members were Rs 4774 annually as compared to non ST members which was calculated Rs 6919 annually (shah et al.2020). According to Rana and Das (2004), in a survey carried out in few parts of Dumka district of Jharkhand, acute poverty has been identified as the most crucial factor leading to poor conduct, increasing drop-out rates,

negligible enrolment ratio and low attendance among tribal children. The research will contribute to something new because, I read and I did not find and answers, which i will find in the research Khunti district. The important information that only this research can provide is about ST identity and education in Khunti, which is unexplored area in the field of study. The livelihood of the majority of the ST families is dependent on the subsistence form of economy leading to a forceful and obligatory participation of children for earning income such conditions are poorly reflected in the academic conduct of the children (Xaxa, 2012). According to the data collected by schools, such tribal students are weak and fail to learn, causing an increase in failing rate (Bara, 2005). Consequently only 1% of each ST family's head are considered to be professionals (Shah et al., 2020).

"Pupils wishing to go to secondary school have to leave neighbourhood. There is little motivation to do so because the costs are higher than the support that parents receive, which largely takes the form of money for uniform and free school books" (Berman 2007:223).

The existing problem is lack of necessary action towards tribal curriculum (Rupavath, 2016). Locating the factors that are responsible for the backwardness of the tribal community from the larger section of the society in the context of education has become inevitable and needs critical analysis (Rupavath 2016), which is why this research is necessary.

STATEMENT OF RESEACH PROBLEM:

The Munda tribe, a dominant indigenous group in Khunti district of Jharkhand. It faces challenges in accessing and benefiting from formal education. Despite, various government interventions through initiative which are aimed at improving educational opportunities for tribal communities, the Munda tribe continues to face challenges in educational opportunities compared to other tribal communities. This situation presents a complex discourse that needs a detailed sociological investigation to understand the underlying factors contributing to these disparities.

Core issues:

1. Cultural and Linguistic Barriers**:** The Munda tribe has unique cultural practices and the Mundari language play a crucial role in shaping their educational experiences. However, the formal education system, often conducted in Hindi or English, may not align with the cultural and linguistic context among Munda students, leading to challenges in engagement and learning.
2. Socio-Economic Constraints: Economic factors, including poverty and limited access to educational opportunities, significantly impact among Munda families to support their children's education. This includes issues such as inadequate school infrastructure, high rates dropouts, and limited access to educational materials.
3. Community Perceptions and Attitudes: The attitudes of the Munda community towards formal education, which is influenced by traditional values and beliefs, may affect their engagement with the education system. Understanding these perceptions is essential for developing culturally sensitive educational policies and practices.

4. Effectiveness of Government Policies**:** Various government policies and programs have been initiated and implemented to improve education for tribal communities, yet their effectiveness in addressing the specific needs of the Munda tribe remains undefined. There is an urgent intervention required to evaluate how these policies are being implemented and their impact on the Munda community.

Research Problem Statement:

The primary research problem is to investigate and analyze the socio-cultural, economic, and institutional factors affecting the educational experiences among Munda tribe in Khunti, Jharkhand. This study seeks to understand how these factors interact to influence educational access, quality, and outcomes for Munda students. Specifically, the research intent to address the following questions:

1. How have cultural and linguistic factors influence the educational skill development and outcomes among Munda students in Khunti?
2. What socio-economic, cultural and geographical barriers hinder Munda community to access and benefit from formal education?
3. How do community perceptions and attitudes towards education impact the engagement and academic performance of Munda students?
4. To what extent are government policies and programs effectively addressing the educational needs of the Munda tribe, and what improvements can be made?

By addressing these questions, the study will provide an extensive picture of the educational challenges that are face by the Munda tribe and it will offer tangible recommendations for improving educational outcomes and promoting equity within the educational system.

OBJECTIVES OF THIS RESEARCH:

The study intents to explore the challenges in depth, and seeks to understand how the socio-cultural and economic factors specific to the Munda community in Khunti influence their educational outcomes. The research will also examine the potential for integrating traditional knowledge systems with formal education system to design a more inclusive and effective educational framework for the Munda community.

1. To analyze the current state of education among the Mundas in Khunti.
2. To identify the barriers to educational attainment within the community.
3. To explore the interplay between Munda indigenous knowledge systems and formal education.
4. To analyze the role of informal education through youth dormitories in socialization.
5. To analyze how education impacts the socio-economic status of the Mundas.
6. To analyze role of education in gender sensitization among Mundas.
7. To suggest strategies for improving educational outcomes for the Munda community.

By achieving these objectives, the study intent to provide a comprehensive picture of the educational landscape for the Munda tribe and will offer insights and recommendations that can contribute to more effective and inclusive educational policies and practices.

RESEARCH QUESTION:

- How does the cultural and linguistic disconnect impact the educational engagement and performance of Munda children in Khunti?
- What are the economic and cultural and geographical factors contributing to low enrollment and high rates of dropout among the Mundas?
- How can the integration of Munda indigenous knowledge systems into the formal education curriculum supports educational outcomes?
- What is the role of informal education through youth dormitories in socialization?
- What is the role of education in gender sensitization?
- What role does the government policy play in supporting or hindering educational attainment among the Mundas?

RESEARCH METHODOLOGY:

The research methodology the sociological study on the education of the Munda tribe in Khunti, Jharkhand, is designed to provide a comprehensive understanding of the factors influencing educational outcomes within this community. The research methodology will use qualitative approaches to capture the multifaceted nature of the research problem.

The study will employ a qualitative research design to identify qualitative data which provides in-depth insights into the lived experiences of the Munda community. The combination of these methods will help to triangulate findings and offer a holistic understanding of the educational challenges and opportunities faced by the Munda tribe.

The study will be conducted in Khunti district, Jharkhand. The dominant population of the Munda tribe in Khunti is a predominantly rural area with government and private educational institutions ranging from primary schools to higher secondary schools. The choice of Khunti as the study area is based on its cultural, demographic and geographical significance to the Munda community.

Target Population**:** The target population includes Munda children of school-going age (6-18 years), their parents, school teachers, community leaders, and local education officials in Khunti.

Sampling Method: A stratified random sampling method will be used to ensure representation across different strata, such as age groups, gender, and geographic locations within Khunti. This approach allows for a more accurate and comprehensive understanding of the educational situation among the Mundas.

Sample Size**:** The study aims to include approximately 350 Munda households, 20 teachers, and 10 local education officials. This sample size is deemed sufficient to capture the diversity of experiences and perspectives within the community.

Qualitative Data Collection

In-Depth Interviews**:**

Objective**:** To explore the personal experiences, challenges, and aspirations related to education among Munda students, their parents, and community leaders.

Participants**:** 30 in-depth interviews with a different stakeholders, including students, parents, teachers, and community leaders.

Structure**:** Semi-structured interviews with open-ended questions will allow for flexibility and depth in responses.

Language**:** Interviews will be conducted in the local language (Mundari) where possible, with the assistance of a translator if necessary.

Focus Group Discussions (FGDs)**:**

Objective**:** In order to generate a broader perspective on the educational challenges faced by the Munda community and to identify workable solutions.

Participants**:** 6 focus group discussions, each comprising 8-10 participants, including parents, teachers, and community members.

Themes: Discussions will focus on cultural barriers, language issues, perceptions of education, and the impact of government policies.

Quasi Participant Observation:

Objective**:** To observe the daily educational practices, school environments, and community interactions in Khunti.

Method**:** The researcher will spend time in local schools and Munda villages, observing classroom dynamics, student-teacher interactions, and community engagement in education.

. Qualitative Data Analysis:

Thematic Analysis**:** Qualitative data from interviews, FGDs, and observations will be coded and analyzed thematically to identify recurring patterns, themes, and insights.

Narrative Analysis**:** The personal stories and experiences of Munda students, parents, and community members will be analyzed to understand the socio-cultural context of education.

Software**:** NVivo or similar qualitative analysis software will be used to manage and analyze qualitative data.

Ethical Considerations

Informed Consent**:** The participants will be informed about the purpose of the study, and their consent will be obtained before data collection. Special care will be taken to ensure that participants understand their rights, including the right to withdraw from the study at any time.

Confidentiality**:** All personal information collected will be kept confidential, and data will be anonymized to protect participants' identities.

Cultural Sensitivity**:** The research will be conducted with respect for the cultural practices and beliefs of the Munda community. The researcher will work closely with local leaders and translators to ensure cultural appropriateness throughout the study.

Limitations of the Study

Language Barrier**:** The language difference between the researcher and the participants may pose challenges in data collection. This will be mitigated by using local translators and conducting interviews in the Mundari language whenever possible.

Accessibility**:** The remote and rural nature of Khunti may limit access to certain areas, affecting the representativeness of the sample. Efforts will be made to reach diverse locations within the district.

Bias in Self-Reporting**:** There is a potential for bias in self-reported data, particularly in surveys and interviews. Cross-verification with secondary data and observations will help minimize this risk.

TENTATIVE CHAPTERS:

The thesis titled "Tribes and Education: A Sociological Study on Mundas in Khunti, Jharkhand" will be organized into several chapters, each focusing on different aspects of the research. Below is a proposed structure for the thesis, outlining the main chapters and with their contents:

Chapter 1: Introduction

1.1 Background on the Study

- Overview on tribal communities in India, with a specific focus on the Munda tribe.
- Historical context of the Munda tribe in Jharkhand and their socio-economic status.
- The importance of education in tribal development.

1.2 Statement of the Problem

- Identification of key challenges faced by the Munda community in accessing and benefiting from formal education.
- The need for a sociological understanding of these challenges.

1.3 Objectives of the Study

- Clearly defined research objectives, focusing on understanding the educational experiences of the Munda tribe in Khunti.

1.4 Research question

- Research that guide the investigation, related to cultural, linguistic, and socio-economic and geographical factors affecting education.

1.5 Significance of the Study

- Importance of the study for academic research, policy-making, and the Munda community.

1.6 Scope and Limitations

- Definition of the scope of the study, including geographic and demographic boundaries.
- Discussion of potential limitations and challenges encountered during the research

Chapter 2: Review of Literature

2.1 Theory and Framework

- Discussion of relevant sociological theories, such as cultural capital, social reproduction, and critical pedagogy, and how they apply to tribal education.

2.2 Global and National Perspectives on Tribal Education

- Overview of studies on indigenous education from global and Indian contexts.
- Examination of policy frameworks and their impact on tribal education.

2.3 Education in Jharkhand: A Historical Perspective

- Historical development of education in Jharkhand, with a focus on tribal communities.

2.4 Studies on the Munda Tribe

- Review of existing research on the Munda tribe, including socio-economic conditions, cultural practices, and educational outcomes.

2.5 Gaps in the Literature

- Identification of gaps in existing research that this study aims to address.

Chapter 3: Research Methodology

3.1 Research Design

- Explanation of qualitative data.

3.2 Study Area: Khunti, Jharkhand

- Detailed description of the study area, including geographic, demographic, and socio-economic characteristics.

3.3 Sampling Strategy

- Description of the sampling methods used, including the selection of participants.

3.4 Data Collection Methods

- Detailed explanation of data collection methods: interviews focus groups, participant observation, and document analysis.

3.5 Data Processing and Analysis

- Procedures for processing qualitative data.

3.6 Ethical Considerations

- Discussion of ethical issues encountered and how they were addressed.

Chapter 4: Socio-Cultural Context of the Munda Tribe

4.1 Socio-Economic Profile of the Munda Community

- Overview of the socio-economic conditions of the Munda tribe in Khunti, including income levels, occupation, and living standards.

4.2 Cultural Practices and Beliefs

- Examination of Munda cultural practices, traditions, and belief systems, and their influence on education.

4.3 Language and Education

- Analysis of the role of language (Mundari vs. Hindi/English) in the educational experiences of Munda children.

4.4 Community Perceptions of Education

- Exploration of how the Munda community perceives formal education and its relevance to their way of life through traditions of youth dormitories.

Chapter 5: Educational Challenges and Barriers

5.1 Access to Education

- Discussion of the physical, economic, and social barriers to accessing education in Khunti.
- Addressing the gender disparity in the education system within the Mundas.

5.2 Quality and Education

- Analysis of the quality education provided in schools attended by Munda children, including infrastructure, teaching quality, and curriculum relevance.

5.3 Cultural Disconnect

- Exploration of the cultural disconnect between the formal education system and Munda traditions.

5.4 Government Policies and Interventions

- Evaluation of the effectiveness of government programs and policies aimed at improving tribal education in Jharkhand.

Chapter 6: Educational Strategies and Community Initiatives

6.1 Traditional Knowledge and Education

- Discussion of how traditional Munda knowledge can be integrated into the formal
- Education system
- Youth dormitories

6.2 Role of NGOs and Civil Society

- Examining the role of non-governmental organizations and civil society in supporting Munda education.

6.3 Case Studies of Successful Educational Models

- Presentation of case studies highlighting successful educational initiatives within the Munda community or similar tribal contexts.

6.4 Community-Led Educational Initiatives

- Analysis of community-driven efforts to improve education among the Munda tribe.

Chapter 7: Data Analysis and Interpretation

- Thematic analysis of qualitative data from interviews, focus groups, and observations.
- Interpretation of narratives and case studies.

Chapter 8: Conclusions and Recommendations

8.1 Summary of Findings

- Recapitulation of the key findings from the study, highlighting the most significant insights.

8.2 Implications for Policy and Practice

- Discussion of the implications of the findings for educational policy, curriculum development, and community engagement.

8.3 Recommendations

- Specific, actionable recommendations for improving educational outcomes among the Munda tribe in Khunti, Jharkhand.

8.4 Areas for Further Research

- Suggestions for future research based on the limitations and findings of this study.

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